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عنوان:

مطالعه ی قیاسی کلاس های خودگردان و غیر خودگردان در کاربرد استراتژی های مکالمه توسط زبان آموزان

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به نام خدا

کلیه حقوق مادی و معنوی مترتب برنتایج مطا لعات ،

ابتکارات و نوآوری های ناشی از تحقیق موضوع

این پایان نامه (رساله) متعلق به دانشگاه سمنان است.

تعهد نامه

اینجانب منیر جعفری دانشجوی دوره کارشناسی ارشد رشته آموزش زبان انگلیسی دانشکده علوم انسانی دانشگاه سمنان گواهی مینمایم که تحقیقات ارائه شده در این پایان نامه توسط اینجانب انجام شده و صحت و امانت مطالت نگارش شده مورد تائید میباشد و لذا مورد استفاده از کار دیگر محققان به مرجع مورد استفاده اشاره شده است. بعلاوه گواهی می نمایم که مطالب مندرج در پایان نامه تا کنون برای دریافت هیچ مدرکی یا امتیازی توسط اینجانب یا فرد دیگری در هیچ جا ارائه نشده است و در تدوین متن پایان نامه چارچوب (فرمت) مصوب دانشگاه را به طور کامل رعایت کرده ام.

چکیده

هدف از انجام این پایان نامه، بررسی و مقایسه کاربرد استراتژی های مکالمه توسط زبان آموزان در کلاس های خودگردان و غیر خودگردان می باشد.گروه خودگردان بر اساس تعریف autonomy تعریف شده است که زبان آموزان با نظارت مدرس، مستقل عمل می کنند. برای این منظور، زبان آموزان سطح Advanceدر آزمون pre-test و post-test شرکت داده شدند تا عملکرد آن ها در دو گروه قابل مقایسه باشد.زبان آموزان در دو گروه خودگردان و غیر خودگردان مورد مطالعه قرار گرفتند. نتایج مطالعه نشان داد که گروه خودگردان به طور قابل ملاحظه ای نسبت به گروه غیرخودگردان،بیشتر از استراتژی ها استفاده می کند.

Semnan University

Department Of Teaching English As A Foreign Language

Master Thesis

A Comparative Study Between Autonomous and Non-autonomous EFL Classes on Their Use of Communicative Strategies.

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By

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WE HEREBY RECOMMEND THAT THIS THESIS

BY ***Moneer Jafari***

ENTITLED A comparative study between autonomous

and non-autonomous EFL classes on their

use of communicative strategies.

BE ACCEPTED IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE DEGREE OF M.A. IN TEACHING ENGLISH AS A FOREIGN LANGUAGE.

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In the Name of God

the Beneficent,

the Merciful

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ABSTRACT

This thesis studies EFL learners' use of communicative strategies in autonomous and non-autonomous classes. For this purpose, the researcher decided to perform the study on advanced EFL learners in an English language institute. There were 80 advanced learners that 39 of them participated in group A and 41 took part in group B. Group A was chosen to be autonomous and group B was decided to be non-autonomous by tossing a coin. Autonomous group was divided to 2 classes and non-autonomous group was divided to 3 classes. In autonomous classes, the learners were assigned to different groups.

A discussion course was held in two months while autonomous classes as the experimental group received the treatment. After the course, the oral proficiency test was administered as a post-test to compare both groups' oral proficiency level with each other and also with their pre-test; moreover, learners' use of different communicative strategies was studied in both groups in order to see if there is any difference between them.

The result of T-test showed that there was significant difference between autonomous and non-autonomous groups in their use of communicative strategies. EFL learners in autonomous group used communicative strategies more than the learners in non-autonomous group; moreover, learners' oral proficiency level was higher in autonomous group after the treatment, so it can be concluded that autonomy can improve learner's oral ability since it persuades learners to use communicative strategies and apply them in their oral activities.

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CHAPTER I

Introduction

1.1. Introduction

For a long time, English teaching has been dominated by a teacher-centered and book-centered approach. Such a teacher-centered method would result in students' strong reliance on teachers in English learning. It is teachers that tell students what to do and students just listen and obey. Undoubtedly, this passive way of learning English would not lead to learn and use English effectively.

On the other hand, learning strategies can enable students to become more Independent and autonomous learners (Little, 1991). Despite this potential value of being able to communicate effectively in English learning, the number of related investigations has been remained small. Actually many studies have been conducted recently on the relationship between teaching learning strategies and language performance but not specifically on different types of communicative strategy; moreover, these studies do not take into account the importance of learner-centered classroom in enhancing learners' ability to use strategies.

The current study concentrates on the use of different types of communicative strategies in autonomous class which will go on by students themselves in comparison with teacher-centered class.

There has been a great deal of second language acquisition researches since 1980s, most of which have focused on individual differences in language learning, and learner-centered Second Language Acquisition (Skehan, 1989, Bayer, 1990, Nyikos & Oxford, 1993 and Wen & Johnson, 1997).

The literature on learning strategies in SLA emerged from a concern for identifying the characteristics of effective learners (O'Malley & Chamot, 1990). Researchers in the area of SLA focused on learning strategies as the main characteristics of successful SL learners. Initially, the assumption was that if learning strategies of good language learners are identified and taught to less competent learners, it will have considerable potentials for enhancing the development of SL skills (O'Malley et al, 1985). Research on language learning strategies began with the works of Rubin (1987) who tried to figure out the characteristics of successful language learners. They maintain that *the good language learner* is a willing and accurate guesser, has a strong inner drive to communicate with others, is often uninhibited in the interaction s/he engages in, focuses on both form and function, practices, monitors her/his own speech and pays attention to meaning.